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ABSTRACT

This project surveyed teacher attitudes toward the performance style of three school administrators. The administrators devised a rating scale incorporating items from several other scales and administered it to their staffs. The first part of the study revealed that teachers at one school--an elementary parochial school--were dissatisfied with communication and with the amount they were asked to participate in decision-making, but that they were satisfied with their administrator's support, public relations, and leadership qualities. In the second part of the study, the ratings of the elementary school administrator were combined with those of the two public high school administrators to determine common areas of needed improvement. Results indicated dissatisfaction with the lack of democracy in all three schools and inadequate classroom visitations but satisfaction with the personalities and support of principals. Implications of the studies are that principals should attempt to share decision-making with teachers. Samples of the questionnaire are included in the appendix. (Author/JM)

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A MODEL INSTRUMENT FOR THE EVALUATION OF SCHOOL ADMINISTRATORS

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I. Statement and Significance of the Study

The ultimate success or failure of a given school organization may well depend on the cohesiveness of the groups of persons involved in the educational process. The interaction between the administrator and the teacher personnel may serve to enhance the educational process or, on the other hand, the lack of interaction may serve as a deterrent to the educational process. Thus, the following project to survey the teacher attitudes toward the performance style of the school administrator. It is hoped that by comparing administrator-teacher attitudes and assessment of the prevailing negative attitudes as indicated by teacher responses, a significant means of determining need for changing the attitudes of the administrator and/or the staff members may be implied.

II Objectives

In order to analyze the interaction between the principal and teachers and determine whether or not there were significant negative attitudes toward the performance style of the principal the following objectives were outlined.

1. To survey the attitudes of school staff members toward the performance style of the principal.
2. To detect possible weaknesses in the performance style of the principal by analyzing the responses to the questionnaire.
3. To make projections for improving the performance style of the principal, and, thereby, give some assurance for enhancing the educational process through group cohesiveness.

III Procedure for Gathering Data

The procedure for initiating this research involved a group of three principals, two from high schools and one from a parochial elementary school. The three met to devise one rating scale from various sources. (1. Purdue Rating Scale for Administrators and Executives 2. The School Climate Description Questionnaire 3. The Leadership Behavioral Description Questionnaire--Ohio State University 4. The Administrators' Performance Style Questionnaire.)

A sample of the devised performance style rating scale can be found in Apperdix I. The scale consisted of fifty questions. This was mailed to all staff members of the elementary parochial school, three male and ten female, with a cover letter and a self-addressed envelope to facilitate the returning process. The self-addressed envelopes were coded for the male staff members so that more extensive analysis of results might be possible, and further implications made.

The original scale had an A through E code in order to simplify the process for rating the principal's performance style. A (almost always), B (frequently), C (about as often as not), D (sometimes), E (almost never). The A and B ratings were considered to be expressions of positive attitudes toward the performance style of the principal. The D and E ratings were considered negative. In compiling the data, the A through E ratings were transposed to the Likert Scale of 5-4-3-2-1, for better interpretation. The five scores representative of the most positive attitudes and one representative of the most negative attitudes. Items necessary to transpose in order to analyze positive and negative attitudes are

indicated on Table I, with an asterisk and an explanation following Table I.

The elementary parochial school has a teaching staff of thirteen. Eleven (85%) returned the rating scale. The data returned on these eleven rating scales were compiled on the form which is included in Appendix II. The principal completed a rating scale on herself and assigned a mean score in order to facilitate a comparison between the teacher means for the fifty items and the principal means for the same items.

IV Implications

Based on the results compiled from the study, Table I would seem to indicate that:

1. There may be insufficient consultation between the administrator and the teaching staff in the area of decision-making.

2. There may be an apparent breakdown in communications within the organizational structure as is noted in items 6, 49, 15, 32, and 10.

3. There may be a lack of democracy exercised in the operation of the school program and in curriculum policy-making.

4. The male staff members are, in general, more negative than the female staff members.

Table II, on the other hand, would seem to indicate that the following strengths of the administrator are discernable.

1. There is an effort and willingness to support the teaching staff whenever an occasion for assistance occurs both in the area of program and discipline.

2. The acceptable personality traits of the administrator are given support in the high ratings for the administrator's self-confidence, for her capability in the area of good public relations, giving commendation when deserved, and being emotionally stable.

3. Leadership qualities exercised by the principal evidenced in the positive responses of the teachers. on items 1, 50, and 9.

V Projections

In view of the significance of the interaction between the educational administrator and the teaching staff, the results of this study on the performance style of the administrator make it evident that this administrator ought to concentrate on improving herself in four basic areas. First, there ought to be a broadening of the base for the decision-making process. This may be done through the establishment of more teacher committees so that group involvement may bring about a broader base for decisions, especially those decisions pertaining to teachers and those in the area of educational programs. Second, lines of communication between the administrator and the teaching staff should be opened, particularly, through more frequent classroom visitations, individual teacher conferences, more frequent consultation in planning activities and a greater effort in implementing good innovative ideas given by staff members for improving the educational program. Third, shared responsibility through volunteering for duties and increased openness on the part of the administrator may help to enhance the democratic spirit throughout the school. Fourth, the female administrator may well do further research on male attitudes toward female "bosses," and through some group process try to change these or alter them in some way beneficial to all staff members.

A follow-up rating scale will be given to the staff members at the end of six months to see if any attitudinal changes have

come about after the above have been implemented.

Also, the teaching staff will be asked to devise something comparable for their students, so that they too may recognize the value of such research and rating procedures in the development of positive attitudes toward persons, especially in the education realm.

Table IA Lowest Ratings of Administrator by Teachers

Adm. $\bar{X}$	Teach. $\bar{X}$	Item No.	Item
3.0	3.18	6	He/she welcomes ideas that are contrary to his/her own.
4.0	3.36	49	He/she performs an adequate number of classroom visitations during the school year.
4.0	3.36	35*	He/she does not act without consulting the staff.
4.0	3.36	30*	He/she does not rule with an iron hand.
3.0	3.36	15	He/she keeps his/her staff informed.
5.0	3.54	28	He/she accepts criticism about his/her work from members of the staff.
5.0	3.63	32	He/she gives advance notice of changes.
5.0	3.72	20	He/she accepts his/her share of the blame when things go wrong.
4.0	3.72	10	He/she plans activities carefully and adequately.
5.0	3.80	8	He/she asks for and uses suggestions from other personnel concerning the operation of the school program.
5.0	3.90	42	He/she affords teachers the opportunity to participate regularly and actively in making policies concerning curriculum.

*The statements marked with (*) asterisk indicate those to which an "almost never" and "almost always" responses both may have been positive attitudinal responses due to the ambiguity of the statement. Therefore, items 35 and 30 have been excluded from any consideration.

Table IIA Highest Ratings of Administrator by Teachers

Adm. $\bar{X}$	Teach. $\bar{X}$	Item No.	Item
5.00	4.90	7	He/she is willing to discuss with me any individual problems I may have in performing my duties.
5.00	4.81	1	He/she is able to answer questions about the total program with which he/she is working.
5.00	4.81	3	He/she seems to be self-confident about his/her work.
5.00	4.72	14	He/she actively promotes good public relations.
5.00	4.72	18	He/she gives credit for ideas initiated by other people.
5.00	4.72	24	He/she gives support to teachers in the face of criticism.
5.00	4.63	46	He/she supports teachers in disciplinary matters.
5.00	4.63	50	He/she has the office organized in such a manner that it meets the needs of the staff.
5.00	4.54	2	He/she seems to be an emotionally stable person.
5.00	4.54	9	He/she encourages personnel to employ useful innovations.

Table IIIA Items on which Admin. $\bar{X}$ was lower than Teacher $\bar{X}$

Adm. $\bar{X}$	Teach. $\bar{X}$	Difference	Item No.	Item
4.00	4.54	-.54	45	He/she protects the authority of the teacher.
4.00	4.45	-.45	48	He/she sets an example by working hard himself/herself.
4.00	4.27	-.27	21	He/she rewards staff members with praise for a job well done.
4.00	4.18	-.18	13	He/she possesses insight into the problems encountered by the professional staff in the performance of their teaching duties.
4.00	4.18	-.18	22	He/she does not give unwarranted criticism to individual staff members.
4.00	4.09	-.09	16	He/she gives constructive criticism to staff members.
4.00	4.09	-.09	23	He/she does not shame or embarrass personnel in the presence of other staff members, students, or outsiders.
3.00	3.36	-.36	15	He/she keeps his/her staff informed.
3.00	3.18	-.18	6	He/she welcomes ideas that are contrary to his/her own.

Negative scores under differences between the Administrators' mean scores and the teachers' means scores on this represent a teacher mean score higher than the principals' mean score on that specific item.

Table IVA Items on which the Administrator $\bar{X}$ was higher than the teachers' $\bar{X}$

Adm. $\bar{X}$	Teach. $\bar{X}$	Difference	Item No.	Item
5.0	4.90	.1	7	He/she is willing to discuss with me any individual problems I may have in performing my duties
5.0	4.81	.19	1	He/she is able to answer questions about the total program with which he is working.
5.0	4.81	.19	3	He/she seems to be self-confident about his/her work.
5.0	4.72	.28	14	He/she actively promotes good public relations.
5.0	4.72	.28	18	He/she gives credit for ideas initiated by other people.
5.0	4.72	.28	24	He/she gives support to teachers in the face of criticism.
5.0	4.71	.29	4	He/she does not seem to be preoccupied with his/her own personal problems.
5.0	4.63	.37	46	He/she supports teachers in disciplinary matters.
5.0	4.63	.37	50	He/she has the office organized in such a manner that it meets the needs of the staff.
5.0	4.54	.46	2	He/she seems to be an emotionally stable person.
5.0	4.54	.46	9	He/she encourages personnel to employ useful innovations.
5.0	4.54	.46	11	He/she works hard to accomplish the goals of the educational program.
5.0	4.54	.46	12	He/she meets emergencies effectively and competently.
5.0	4.54	.46	26	He/she is more interested in the school program than in his/her own personal desires and advancement.

Table IVA Continued

Adm. $\bar{X}$	Teach. $\bar{X}$	Difference	Item No.	Item
5.0	4.54	.46	27	He/she is friendly and personable.
5.0	4.45	.55	38	He/she lets staff members know what is expected of them.
5.0	4.45	.55	47	He/she makes certain extra assignments are distributed equally.
5.0	4.36	.64	19	He/she is available to counsel and assist other members of the staff.
5.0	4.36	.64	36	He/she asks that staff members follow standard rules and regulations.
5.0	4.36	.64	37	He/she makes staff members feel at ease when talking with them.
5.0	4.36	.64	39	He/she makes plans carefully and adequately.
5.0	4.27	.73	5	He/she shows genuine concern about the personal problems of the personnel.
5.0	4.27	.73	25	He/she has a genuine concern for the students in the school.
5.0	4.09	.91	31	He/she finds time to listen to staff members.
5.0	4.09	.91	40	He/she is honest and dependable in dealing with his/her staff.
5.0	4.09	.91	43	He/she allows teachers an appropriate amount of autonomy in the performance of their duties.
5.0	4.00	1.00	17	He/she attempts to promote good staff morale.
5.0	4.00	1.00	29	He/she is sufficiently concerned about teachers' salaries and fringe benefits.
5.0	4.00	1.00	44	He/she makes provisions to permit good communication both upward and downward.

Table IVA Continued

Adm. $\bar{X}$	Teach. $\bar{X}$	Difference	Item No.	Item
5.0	3.90	1.10	42	He/she affords teachers the opportunity to participate regularly and actively in making policies concerning curriculum.
5.0	3.80	1.20	8	He/she asks for and uses suggestions from other personnel concerning the operation of the school program. (10 responses)
4.0	3.72	.28	10	He/she plans activities carefully and adequately.
5.0	3.72	1.28	20	He/she accepts his/her share of the blame when things go wrong. (10 responses)
5.0	3.63	1.37	32	He/she gives advance notice of changes.
5.0	3.54	1.46	28	He/she accepts criticism about his/her work from members of the staff.
4.0	3.36	.64	30	He/she does not rule with an iron hand.
4.0	3.36	.64	35	He/she does not act without consulting the staff.
4.0	3.36	.64	49	He/she performs an adequate number of classroom visitations during the school year.

Table VA Rank Order for Teacher Mean Scores

Item No.	Teach. $\bar{X}$	Rank	Princ. $\bar{X}$	Difference Adm. $\bar{X}$ & Teach. $\bar{X}$
7	4.90	1	5.0	.1
1	4.81	2.5	5.0	.19
3	4.81	2.5	5.0	.19
14	4.72	5	5.0	.28
18	4.72	5	5.0	.28
24	4.72	5	5.0	.28
4	4.71	7	5.0	.29
46	4.63	8.5	5.0	.37
50	4.63	8.5	5.0	.37
2	4.54	13.5	5.0	.46
9	4.54	13.5	5.0	.46
11	4.54	13.5	5.0	.46
12	4.54	13.5	5.0	.46
26	4.54	13.5	5.0	.46
27	4.54	13.5	5.0	.46
34	4.54	13.5	4.0	-.54*
45	4.54	13.5	4.0	-.54*
38	4.45	19	5.0	.55
47	4.45	19	5.0	.55
48	4.45	19	4.0	0.45*
19	4.36	22.5	5.0	.64
36	4.36	22.5	5.0	.64
37	4.36	22.5	5.0	.64
39	4.36	22.5	5.0	.64
5	4.27	26	5.0	.73
21	4.27	26	4.0	-.27*
25	4.27	26	5.0	.73
13	4.18	29.5	4.0	-.18*
22	4.18	29.5	4.0	-.18*
33	4.18	29.5	4.0	-.18*
41	4.18	29.5	4.0	-.18*
16	4.09	34	4.0	-.09*

Table VA Continued

Item No.	Teach. $\bar{X}$	Rank	Princ. $\bar{X}$	Difference Adm. $\bar{X}$ & Teach. $\bar{X}$
23	4.09	34	4.0	-.09*
31	4.09	34	5.0	.91
40	4.09	34	5.0	.91
43	4.09	34	5.0	.91
17	4.00	38	5.0	1.00
29	4.00	38	5.0	1.00
44	4.00	38	5.0	1.00
42	3.90	40	5.0	1.10
8	3.80	41	5.0	1.20
10	3.72	42.5	4.0	.28
20	3.72	42.5	5.0	1.28
32	3.63	44	5.0	1.37
28	3.54	45	5.0	1.46
15	3.36	47.5	3.0	-.36*
30	3.36	47.5	4.0	.64
35	3.36	47.5	4.0	.64
49	3.36	47.5	4.0	.64
6	3.18	50	3.0	-.18*

*Negative scores under differences between the Administrator's mean scores and the teachers' mean scores on this represent a teacher mean score higher than the principal's mean score on that specific item.

PRINCIPAL'S PERFORMANCE STYLE

Directions: On each of the items, you are asked to decide which of the five possibilities, using the key below, best describes your principal. Draw a circle around the letter corresponding to your choice. Please omit your name from the questionnaire.

A. Almost always
B. Frequently
C. About as often as not
D. Sometimes
E. Almost never

	Almost always	Frequently	About as often as not	Sometimes	Almost Never
1. He/she is able to answer questions about the total program with which he/she is working.	A	B	C	D	E
2. He/she seems to be an emotionally stable person.	A	B	C	D	E
3. He/she seems to be self-confident about his/her work.	A	B	C	D	E
4. He/she seems preoccupied with his/her own personal problems.	A	B	C	D	E
5. He/she shows genuine concern about the personal problems of the personnel.	A	B	C	D	E
6. He/she welcomes ideas that are contrary to his/her own.	A	B	C	D	E
7. He/she is willing to discuss with me any individual problems I may have in performing my duties.	A	B	C	D	E
8. He/she asks for and uses suggestions from other personnel concerning the operation of the school program.	A	B	C	D	E
9. He/she encourages personnel to employ useful innovations.	A	B	C	D	E
10. He/she plans activities carefully and adequately.	A	B	C	D	E
11. He/she works hard to accomplish the goals of the educational program.	A	B	C	D	E
12. He/she meets emergencies effectively and competently.	A	B	C	D	E
13. He/she possesses insight into the problems encountered by the professional staff in the performance of their teaching duties.	A	B	C	D	E
14. He/she actively promotes good public relations.	A	B	C	D	E
15. He/she keeps his/her staff informed.	A	B	C	D	E
16. He/she gives constructive criticism to staff members.	A	B	C	D	E
17. He/she attempts to promote good staff morale.	A	B	C	D	E
18. He/she gives credit for ideas initiated by other people.	A	B	C	D	E

		Almost always	Frequently	About as often as not	Sometimes	Almost Never
19.	He/she is available to counsel and assist other members of the staff.	A	B	C	D	E
20.	He/she accepts his/her share of the blame when things go wrong.	A	B	C	D	E
21.	He/she rewards staff members with praise for a job well done.	A	B	C	D	E
22.	He/she does not give unwarranted criticism to individual staff members.	A	B	C	D	E
23.	He/ she does not shame and embarrass personnel in the presence of other staff members, students, or outsiders.	A	B	C	D	E
24.	He/she gives support to teachers in the face of criticism.	A	B	C	D	E
25.	He/she has a genuine concern for the students in the school.	A	B	C	D	E
26.	He/she is more interested in the school program than in his/her personal desires and advancement.	A	B	C	D	E
27.	He/she is friendly and personable.	A	B	C	D	E
28.	He/she accepts criticism about his/her work from members of the staff.	A	B	C	D	E
29.	He/she is sufficiently concerned about teachers salaries and fringe benefits.	A	B	C	D	E
30.	He/she rules with an iron hand.	A	B	C	D	E
31.	He/she finds time to listen to staff members.	A	B	C	D	E
32.	He/she gives advance notice of changes.	A	B	C	D	E
33.	He/she keeps to himself/herself.	A	B	C	D	E
34.	He/she refuses to explain his/her actions.	A	B	C	D	E
35.	He/she acts without consulting the staff.	A	B	C	D	E
36.	He/she asks that staff members follow standard rules and regulations.	A	B	C	D	E
37.	He/she makes staff members feel at ease when talking with them.	A	B	C	D	E
38.	He/she lets staff members know what is expected of them.	A	B	C	D	E
39.	He/she makes plans carefully and adequately.	A	B	C	D	E
40.	He/she is honest and dependable in dealing with his/her staff.	A	B	C	D	E
41.	He/she displays unwarranted favoritism to some staff members.	A	B	C	D	E
42.	He/she affords teachers the opportunity to participate regularly and actively in making policies concerning curriculum.	A	B	C	D	E
43.	He/she allows teachers an appropriate amount of autonomy in the performance of their duties.	A	B	C	D	E

		Almost always	Frequently	About as often as not	Sometimes	Almost Never
44.	He/she makes provisions to permit good communication both upward and downward.	A	B	C	D	E
45.	He/she protects the authority of the teacher.	A	B	C	D	E
46.	He/she supports teachers in disciplinary matters.	A	B	C	D	E
47.	He/she makes certain extra assignments are distributed equally.	A	B	C	D	E
48.	He/she sets an example by working hard himself/herself.	A	B	C	D	E
49.	He/she performs an adequate number of classroom visitations during the school year.	A	B	C	D	E
50.	He/she has the office organized in such a manner that it meets the needs of the staff.	A	B	C	D	E

Appendix II

ADAPTED QUESTIONNAIRE ON PRINCIPAL'S PERFORMANCE STYLE AND COMBINED RESULTS

	Almost always A(5)	Frequently B(4)	About as often as not C(3)	Sometimes D(2)	Almost Never E(1)	Teachers' Mean $\bar{X}$	Administrative Response Mean $\bar{X}$	Female Response $\bar{X}$	Male Response $\bar{X}$
1. He/she is able to answer questions about the total program with which is is working.	9	2				4.81	5.0	5.00	4.33
2. He/she seems to be an emotionally stable person.	8	1	2			4.54	5.0	4.62	4.33
3. He/she seems to be self-confident about his/her work.	9	2				4.81	5.0	5.00	4.00
4. He/she does not seem to be preoccupied with his/her own personal problems.	8	3				4.71	5.0	4.75	4.66
5. He/she shows genuine concern about the personal problems of the personnel.	7	1	2	1		4.27	5.0	4.50	3.66
6. He/she welcomes ideas that are contrary to his/her own	1	5	1	3	1	3.18	3.0	3.37	3.00
7. He/she is willing to discuss with me any individual problems I may have in performing my duties.	10	1				4.90	5.0	5.00	4.66
8. He/she asks for and suggestions from other personnel concerning the operation of the school program. (10 responses)	2	6		2		3.80	5.0	3.25	3.33
9. He/she encourages personnel to employ useful innovations.	6	5				4.54	5.0	4.62	4.33
10. He/she plans activities carefully and adequately.	4	3	1	3		3.72	4.0	4.00	3.00
11. He/she works hard to accomplish the goals of the educational program.	8	2		1		4.54	5.0	4.87	3.66

	Almost always A(5)	Frequently B(4)	About as often as not C(3)	Sometimes D(2)	Almost Never E(1)	Teachers' Mean $\bar{X}$	Administrative Response Mean $\bar{X}$	Female Response $\bar{X}$	Male Response $\bar{X}$
12. He/she meets emergencies effectively and competently.	7	3	1			4.54	5.0	4.75	4.00
13. He/she possesses insight into the problems encountered by the professional staff in the performance of their teaching duties.	6	3	1		1	4.18	4.0	4.62	3.00
14. He/she actively promotes good public relations.	9	1	1			4.72	5.0	4.87	4.33
15. He/she keeps his/her staff informed.	2	5		3	1	3.36	3.0	3.75	2.33
16. He/she gives constructive criticism to staff members.	4	4	3			4.09	4.0	4.25	3.66
17. He/she attempts to promote good staff morale.	4	4	2	1		4.00	5.0	4.25	3.33
18. He/she gives credit for ideas initiated by other people.	8	3				4.72	5.0	4.75	4.33
19. He/she is available to counsel and assist other members of the staff.	6	4		1		4.36	5.0	4.62	3.66
20. He/she accepts his/her share of the blame when things go wrong. (10 responses)	5	3	1		1	3.72	5.0	4.00	3.00
21. He/she rewards staff members with praise for a job well done.	6	4			1	4.27	4.0	4.62	3.33
22. He/she does not give unwarranted criticism to individual staff members.	8		1	1	1	4.18	4.0	4.75	2.66
23. He/she does not shame and embarrass personnel in the presence of other staff members, students, or outsiders.	7	1	1	1	1	4.09	4.0	4.25	3.66
24. He/she gives support to teachers in the face of criticism.	8	3				4.72	5.0	4.75	5.66

		Almost always A(5)	Frequently B(4)	About as often as not C(3)	Sometimes D(2)	Almost Never E(1)	Teachers' Mean $\bar{X}$	Administrative Response Mean $\bar{X}$	Female Response $\bar{X}$	Male Response $\bar{X}$
25.	He/she has a genuine concern for the students in the school.	7	3		1		4.27	5.0	4.75	3.66
26.	He/she is more interested in the school program than in his own personal desires and advancement.	7	3	1			4.54	5.0	4.75	4.00
27.	He/she is friendly and personable.	7	3	1			4.54	5.0	4.75	4.00
28.	He/she accepts criticism about his/her work from members of the staff.	4.	2	2	2	1	3.54	5.0	3.25	3.00
29.	He/she is sufficiently concerned about teachers' salaries and fringe benefits. (10 responses)	6		3		1	4.00	5.0	4.42	3.00
30.	He/she does not rule with an iron hand.	2	5		3	1	3.36	4.0	3.75	2.33
31.	He/she finds time to listen to staff members.	3	6	2			4.09	5.0	4.25	3.66
32.	He/she gives advance notice of changes.	4	2	2	3		3.63	5.0	3.85	3.00
33.	He/she does not keep to himself/herself.	7	2	1	1		4.18	4.0	4.50	4.00
34.	He/she is willing to explain his/her actions.	7	3	1			4.54	4.0	4.75	4.00
35.	He/she does not act without consulting the staff.	3	2	2	4		3.36	4.0	3.50	3.00
36.	He/she asks that staff members follow standard rules and regulations.	7	2	1	1		4.36	5.0	4.62	3.66
37.	He/she makes staff members feel at ease when talking with them.	7	3			1	4.36	5.0	4.75	3.33
38.	He/she lets staff members know what is expected of them.	7	2	2			4.45	5.0	4.50	4.33
39.	He/she makes plans carefully and adequately.	8		2	1		4.36	5.0	4.75	3.33

	Almost always A(5)	Frequently B(4)	About as often as not C(3)	Sometimes D(2)	Almost Never E(1)	Teachers' Mean $\bar{X}$	Administrative Response Mean $\bar{X}$	Female Response $\bar{X}$	Male Response $\bar{X}$
40. He/she is honest and dependable in dealing with his/her staff.	6	1	3	1		4.09	5.0	4.37	3.33
41. He/she does not display unwarranted favoritism to some staff members.	6	3	1		1	4.18	4.0	4.62	3.00
42. He/she affords teachers the opportunity to participate regularly and actively in making policies concerning curriculum.	5	2	2	2		3.90	5.0	4.12	3.33
43. He/she allows teachers an appropriate amount of autonomy in the performance of their duties.	5	4		2		4.09	5.0	4.25	3.66
44. He/she makes provisions to permit good communication both upward and downward.	6	1	3		1	4.00	5.0	4.37	3.00
45. He/she protects the authority of the teacher.	8	2		1		4.54	4.0	4.87	3.66
46. He/she supports teachers in disciplinary matters.	9	1		1		4.63	5.0	4.87	4.00
47. He/she makes certain extra assignments are distributed equally.	6	4	1			4.45	5.0	4.62	4.00
48. He/she sets an example by working hard himself/herself.	8	2			1	4.45	4.0	4.87	3.33
49. He/she performs an adequate number of classroom visitations during the school year.	3	2	2	4		3.36	4.0	3.37	3.33
50. He/she has the office organized in such a manner that it meets the needs of the staff.	8	2	1			4.63	5.0	4.87	4.00
$\bar{X}$						4.21	4.64		

PART II. COMPARISON OF THE RESULTS OF THE THREE STUDIES

I. PURPOSE OF COMPARISON

The purposes for comparison of the three studies were (1) to determine if teachers sampled in the three studies perceived their principals in similar ways; (2) to determine the "common" areas of needed improvement which were indicated in each of the studies; (3) to analize these "common" areas; and (4) to determine implications that the results have for the school principals.

II. METHOD

Sample. The population sample for the three studies consisted of two high schools with twenty-eight and sixteen teachers respectively and a parochial elementary school with thirteen teachers.

Measuring Instrument. The rating scale utilized by the three principals was the one described in Part I of this paper.

Procedure. An analysis of the results of the three studies was made by comparing low ratings of the principals by teachers which were common to at least two of the three studies (Table IB), and by comparing the highest ratings of the principals by the teachers common to at least two of the three studies (Table IIB). No comparison was made on the items which the administrators' self-evaluations were either lower or higher than the teachers' mean (X) scores, as few items in this category were found in even two of the studies. No one item in this category was common to all

three of the studies.

III. RESULTS AND DISCUSSION

The data in Table IB appears to indicate there is a lack of democracy in the organizational structure of the three schools being studied; and the teachers perceive their principals as performing an inadequate number of classroom visitations. The items which were common to two of the three studies indicate teachers feel they are not provided an adequate opportunity to take an active part in the development of policy and their suggestions are seldom implemented when they are offered. The results also appear to indicate the public school principals are rated significantly lower on their concern about teacher's salaries and fringe benefits than the parochial school principal. This may be partially attributed to the difference between the negotiation procedures of the two types of schools. The two public school principals, by board of education policy, serve on the board's negotiation team; whereas, the parochial school principal is not placed in this type of situation.

The data in Table IIB appears to indicate teachers are satisfied with the personalities of their principals. They perceive their principals as being emotionally stable, self-confident, hard-working and possess the ability to handle emergencies both effectively and competently. The results also indicate teachers perceive their principals as being supportive in disciplinary matters, protective of the teacher's authority, and allow sufficient autonomy in the

performance of their duties. From this information, one may hypothesize it is not the principals with which the teachers are dissatisfied; but, as discussed in Table IB, the manner with which they deal with their staffs.

IV. IMPLICATIONS

Based on the results of the studey, the three principals believe the similarities in each of the studies may be indicative of how teachers in general perceive principals; and therefore, may have implications not only for the three investigators, but for all principals. We live in a rapidly changing world and it appears people in all walks of life are demanding more of a voice in controlling their lives. Teachers are no exception. One of the primary factors causing teacher dissatisfaction may not be the principal himself/herself, but rather teachers may feel they have not had enough opportunity for input into the educational programs. If this is accurate, the implication is that principals should share decision-making with teachers. Decision-making then should become a shared, cooperative effort between principals and teachers; and therefore should include more teacher involvement. Principals should indicate to teachers they are professionally interested in their opinions and suggestions; and as principals, they should attempt to implement teacher's ideas and suggestions

whenever feasible. By providing teachers with more of a voice in school matters, improved communication should emerge. Teachers would likely become more satisfied with their positions, and hopefully feel a greater sense of responsibility for the instructional program. This just might be the key to better classroom instruction and better education for the students.

TABLE IB

LOW RATING OF PRINCIPALS BY RESPONDENTS

Item Number	Item	Teacher Mean (X) Scores Prin. A	Prin. B	Prin. C
49	He/she performs an adequate number of classroom visitations during the school year.	2.58	2.50	3.36
30	He/she does not rule with an iron hand.	3.08	3.85	3.36
6	He/she welcomes ideas that are contrary to his/her own.	3.46	3.50	3.18
28	He/she accepts criticism about his/her work from members of his/her staff.	3.59	3.64	3.54
16	He/she gives constructive criticism to staff members.	3.83	3.57	4.09
29	He/she is sufficiently concerned about teacher's salaries and fringe benefits.	3.59	3.35	4.00
8	He/she asks for and uses suggestions from other personnel concerning the operation of the school program.	4.12	3.50	3.80
35	He/she does not act without consulting the staff.	4.21	3.64	3.36
18	He/she gives credit for ideas initiated by other people.	4.29	3.78	3.36
42	He/she affords teachers the opportunity to participate regularly and actively in making policies concerning curriculum.	4.50	2.85	3.90

TABLE IIB

HIGH RATING OF PRINCIPALS BY RESPONDENTS

Item Number	Item	Teacher Mean (X) Score Prin. A	Prin. B	Prin. C
7	He/she is willing to discuss with me any individual problems I may have in performing my duties.	4.75	5.00	4.90
11	He/she works hard to accomplish the goals of the educational program.	4.71	4.64	4.54
43	He/she allows teachers an appropriate amount of autonomy in the performance of their duties.	4.71	4.64	4.09
1	He/she is able to answer quest ons about the total program with which he/she is working.	4.66	4.14	4.81
3	He/she seems to be self-confident about his/her work.	4.66	4.85	4.81
45	He/she protects the authority of the teacher.	4.66	4.92	4.54
20	He/she accepts his/her share of the blame when things go wrong.	4.58	4.28	3.72
34	He/she is willing to explain his/her actions.	4.58	4.28	4.54
46	He/she supports teachers in disciplinary matters.	4.58	4.71	4.63
12	He/she meets emergencies effectively and competently.	4.50	4.50	4.54
21	He/she rewards staff members with praise for a job well done.	4.50	4.14	4.27

TABLE IIB (continued)

Item Number	Item	Teacher Mean (X) Score Prin. A	Prin. B	Prin. C
48	He/she sets an example by working hard himself/herself.	4.50	4.57	4.45
50	He/she has the office organized in such a manner that it meets the needs of the staff.	4.46	4.42	4.63
4	He/she does not seem to be preoccupied with his/her own personal problems.	4.30	4.78	4.71
27	He/she is friendly and personable.	4.29	4.78	4.54
2	He/she seems to be an emotionally stable person.	4.04	4.92	4.54